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ABSTRACT

This paper describes the Basic Reading Inventory, an individually administered informal reading test composed of a series of word lists and graded paragraphs which the child reads aloud to the teacher. Comprehension questions follow the reading of each paragraph. The contents include: "Preface"; "Description of the Basic Reading Inventory"; "Purposes of the Basic Reading Inventory"; "Testing Materials," which discusses the manual, performance booklets, test cards for word recognition, and test cards for the graded paragraphs; "Administering and Scoring the Basic Reading Inventory," which looks at establishing rapport and administering the word recognition test and graded paragraphs; "Determining Reading Levels," which discusses the independent, instructional, and frustration reading levels, determining reading levels from the word recognition test, and determining reading levels from the word recognition score in context; "Assimilating the Results for the Basic Reading Inventory"; and "Using the Basic Reading Inventory to Enhance Instruction," which examines ways of determining strengths and weaknesses in word attack and comprehension and analyzing miscues and developing strategy lessons. (Appendixes include the three forms of the Basic Reading Inventory, Aids for Analyzing Results, Strategies for Common Reading Miscues, Readability Ratings, and Sources for Further Learning.) (WR)

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MANUAL FOR ADMINISTERING, SCORING, AND USING

THE

BASIC READING INVENTORY
(Revised and Enlarged)

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Appendix F: Readability Ratings for the Graded Paragraphs

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PREFACE

Teachers and prospective teachers are generally interested in providing effective reading instruction in their classrooms. At the same time, educators are aware of the fact that a large number of boys and girls do not read as well as they should. Surveys of reading achievement and numerous research reports indicate that from ten to twenty-five per cent of all students in school are experiencing difficulty in reading for a variety of reasons.[1]

One approach to the solution of reading problems focuses on a search for programs and materials that would better provide for the needs of children. Over the past decade an abundance of materials has been developed. There have been modified alphabets (i.t.a., the Diacritical Marking System), programmed reading materials, multi-ethnic texts, so-called "linguistic" readers, phonics-oriented basal readers, high-interest low-vocabulary books, materials using records and filmstrips, entire reading systems, games and many other types of materials. Even with all these materials, there are still children who are unable to make satisfactory progress in reading. The continued search for materials to solve children's reading difficulties appears somewhat naive in light of available research evidence.

Several years ago, twenty-seven first-grade reading studies were funded by the U. S. Office of Education. This coordinated research endeavor was hailed as "one of the truly unique and outstanding ventures in reading research..." [2] From the research came many findings and conclusions. Two particular conclusions

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[1]Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (3rd ed.; New York: Appleton-Century-Crofts, Inc., 1973), pp. 9-10.

[2]Theodore Clymer and Edward G. Summers, "In This Issue," Reading Research Quarterly, 2 (Summer, 1967), 3.

are worthy of careful reflection by classroom teachers:

> 1. No one approach [to teaching reading] is so distinctly better in all situations and respects than the others that it should be considered the one best method and the one to be used exclusively.
>
> 2. The tremendous range among classrooms within any method [of teaching reading] points out the importance of elements in the learning situation over and above the methods employed. To improve reading instruction, it is necessary to train better teachers of reading rather than to expect a panacea in the form of materials.[3]

These findings raise several critical questions with regard to methods and materials for teaching reading. Since there was greater variation between teachers within the methods than there was between the methods, the importance of the teacher's role in the learning process is emphasized. Perhaps, then, the search for the remediation of children's reading problems through a set of materials or a prepared program should be de-emphasized. The recurring emphasis on the importance of the teacher is of special interest with regard to the BASIC READING INVENTORY.

Because the teacher is of crucial importance in many learning environments, it is necessary to place increased emphasis on those elements generally believed to be essential for effective reading instruction. Perhaps the first step necessary in the development and execution of a successful reading program is the development of some method for diagnosing the specific reading needs of each child.[4] In short, the teacher needs to: 1) identify those students in her room who are experiencing difficulty in reading; and 2) uncover and study

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[3]Guy L. Bond and Robert Dykstra, "The Cooperative Research Program in First-Grade Reading Instruction," Reading Research Quarterly, 2 (Summer, 1967), 123.

[4]William L. Rutherford, "Five Steps to Effective Reading Instruction," The Reading Teacher, 24 (February, 1971), 416-421, 424.

their specific types of reading difficulties so that effective instruction can be given.

The classroom teacher is often in the best position to determine whether or not a student is having difficulty with reading. She can observe the child daily in a variety of situations. She can note the kinds of miscues he makes, what he can do easily, and what things cause him difficulty. She can also evaluate the child's ability to apply his reading skills in various learning tasks occurring in the classroom. Many methods and techniques can be used by teachers to assess a child's strengths and weaknesses in reading. The BASIC READING INVENTORY is one such procedure the classroom teacher can use for evaluating a child's reading performance and developing reading strategy lessons.

DESCRIPTION OF THE BASIC READING INVENTORY

The BASIC READING INVENTORY, an individually administered informal reading test, is composed of a series of word lists and graded paragraphs which the child reads aloud to the teacher. Comprehension questions follow the reading of each paragraph. As the child reads, the teacher notes reading miscues such as mispronunciation of words, omitted words, reversals, repetitions, substitutions, and word-by-word reading.

PURPOSES OF THE BASIC READING INVENTORY

On the basis of the child's performance on the word lists and graded paragraphs the teacher can determine the child's:

1. independent reading level which is the level at which the child easily handles the material with excellent comprehension.
2. instructional reading level which is the level at which the child can make maximum progress under teacher guidance.
3. frustration reading level which is the level at which the child is unable to pronounce many of the words and is unable to comprehend the material.
4. strengths and weaknesses in word attack - the teacher can evaluate the child's ability to use phonic analysis, context clues, syntax, and structural analysis to gain meaning from the reading material.
5. strengths and weaknesses in comprehension - the teacher can evaluate the child's ability to answer various types of comprehension questions.

TESTING MATERIALS

This manual contains the following materials:

The Manual

The manual explains the purposes of the BASIC READING INVENTORY, gives directions for administering and scoring the inventory, and provides concrete

assistance for interpreting the findings of the inventory so that the results can be used to enhance reading instruction. Also, included in the appendices are three forms of the BASIC READING INVENTORY, aids to summarize the results, strategies for improving reading, and sources for further information.

Performance Booklets

Performance booklets (one for each child being tested) are used in recording a child's performance on the word recognition test and the graded paragraphs. These booklets may be reproduced from any or all forms of the BASIC READING INVENTORY contained in Appendices A, B, and C. Teachers have the author's permission to reproduce all, or any part, of the three forms of the BASIC READING INVENTORY, as well as the sheets for determining the child's three reading levels, his strengths and weaknesses in word attack, and his strengths and weaknesses in comprehension (see Appendix D).

Test Cards for Word Recognition

The cards for the word recognition test may be constructed by typing the words from each level of the BASIC READING INVENTORY on 5 x 8 cards or by cutting out the word lists and neatly fastening them on 5 x 8 cards. A sample card (reduced in size) for the first word list of Form A of the BASIC READING INVENTORY is shown below. It is recommended that the level

1. make	11. if
2. help	12. the
3. bed	13. play
4. work	14. book

of the list be written on the back of the card.

The word recognition test will help the teacher determine the present level of vocabulary which the student recognizes instantaneously at sight, the graphophonic skills he employs to unlock words he is unable to recognize at sight, and the level at which the teacher should probably begin to administer the graded paragraphs.

Test Cards for the Graded Paragraphs

The cards for the graded paragraphs may be constructed in a manner similar to that described for the word lists. The graded paragraphs for each form of the BASIC READING INVENTORY have been typed in such a manner so that they can be easily cut and fastened to a 5 x 8 card. These graded paragraphs make it possible to evaluate the student's ability to orally read various paragraphs and answer various types of comprehension questions.

By looking for the two numbers that are the same at the top of a word list or graded paragraph, the teacher can determine the level of difficulty. For example, A 1417 indicates that the word list or paragraph for Form A is at the first-grade level of difficulty; B 8224 indicates that the word list or paragraph for Form B is at the second-grade level of difficulty, etc.

To check difficulty level, each of the graded paragraphs was evaluated by one or more readability formulas. The pre-primer and primer paragraphs were evaluated by the Fry readability formula.[5] The paragraphs written for grades one through three were evaluated by the Spache readability formula[6]

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[5]Edward B. Fry, "A Readability Formula that Saves Time," Journal of Reading, 11 (April, 1968), 513-516.

[6]George D. Spache, "A New Readability Formula for Primary Grade Materials," The Elementary School Journal, 53 (March, 1953), 410-413.

and the Fry readability formula. The paragraphs for the remaining grades were evaluated by the Dale-Chall readability formula[7] and the Fry readability formula. The results of this evaluation are contained in Appendix F.

ADMINISTERING AND SCORING THE BASIC READING INVENTORY

Since the BASIC READING INVENTORY is an informal test, there are no procedures which must be rigidly followed. The teacher, nevertheless, must thoroughly familiarize herself with the recommended procedures for giving the tests before asking a student to read the graded word lists and graded paragraphs.

Before the teacher can administer the BASIC READING INVENTORY she should have some general idea of the child's reading level. There are several ways the teacher can gather information for making this decision. She can consult the cumulative record from the previous year to note the level at which the child was reading. The teacher can also use her judgment based upon the child's functioning in her classroom. Regardless of the methods used to decide where to begin administration of the reading inventory, it is important that the child experience success with the initial graded word lists and graded paragraphs. The teacher should, therefore, begin where the child is very likely to find the material easy. The procedure for actually administering the reading inventory may be divided into three major sections: establishing rapport, administering the graded word recognition test, and administering the graded paragraphs.

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[7]Edgar Dale and Jeanne Chall, A Formula for Predicting Readability (Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1948).

Establishing Rapport

If the reading inventory is to give valid and reliable results, it is necessary to obtain the child's cooperation. In short, the teacher must establish rapport with the child being tested. In an effort to establish rapport the teacher may wish to give the child some idea about how his reading will be evaluated. The teacher may also wish to explore the child's interests and answer his questions in an effort to reduce the child's anxiety which often accompanies a testing situation. Teachers should carefully note that rapport is not always fully established before the administration of the reading inventory actually begins. In some cases, rapport is steadily increased throughout the testing situation. In other cases, rapport between the teacher and the child may become strained during the testing. If this occurs, the teacher must be sensitive to the need to once again establish rapport.

During the early stages of establishing rapport, as well as throughout the administration of the reading inventory, the teacher has the opportunity to gain valuable diagnostic information in several areas. She can appraise the child's oral language facility through informal conversation and by noting how well the child responds to specific questions which are asked after the child reads the graded paragraphs. The teacher may also gain insight into how the child approaches the reading task, his attitude toward himself and reading, and how he attempts to unlock or decode unknown words. The teacher can also ask specific questions such as "What is reading?" and "What do you do when you read?" to gain insight into how the child views the reading process. When the teacher feels that adequate rapport has been

established it is generally desirable to begin the reading inventory with the word recognition test which contains a series of graded word lists.

Administering the Word Recognition Test

The purposes for giving the graded word lists are three-fold. First, the word lists will provide the approximate level at which the child should be asked to begin reading the graded paragraphs. Second, the teacher can get a general idea of the child's three reading levels. Third, the teacher will be able to study the child's word analysis skills and also get some idea of his sight vocabulary.

Before administering the graded word lists the teacher must develop some system for recording responses the child makes to the words. There are numerous systems and techniques for coding reading miscues.[8] Table 1 contains a suggested method for recording a child's oral reading. The reader should carefully study and learn this suggested procedure so that it can be used and referred to later when actual examples of a child's oral reading are considered.

To administer the graded word lists the teacher will need the test cards for the child and the duplicated sheets upon which she will record the child's responses. The recommended procedure for administering the word recognition test is to present the child with an individual list of words and ask him to pronounce them rapidly. As the child reads down each list of words the teacher records his responses. The word list the teacher initially selects should, if at all possible, be very easy for the child.

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[8]Miles V. Zintz, Corrective Reading (Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1966), p. 29. Mary Seddon Johnson and Roy A. Kress. Informal Reading Inventories (Newark: International Reading Association, 1966), p. 36.

Table 1

A Suggested Method for Recording a Child's Oral Reading

SUBSTITUTIONS

Jim saw a the boy.

OMISSIONS

Poor little (Baby) Bear could not move from the tall tree.

INSERTIONS

He strolled along the path and soon he was deep in the forest.

REVERSALS

(Are they) twins?

REPETITIONS

A. Correcting a miscue

Baby Bear (C) did not see know where he was.

B. Abandoning a correct form

He stayed (AC) along alone in the pine tree all night.

C. Unsuccessfully attempting to correct

He had slept (UC) 2. ha- 1. heavy hard all night.

ADDITIONAL MARKINGS

A. Partial words

The hunters saw the shooting arrows and res- rescued the boys.

B. Non-word substitutions

Men on the frontier $ often had shooting contests.

C. Dialect

(d) goed He went home.

D. Intonation

He played a record' that was his favorite.

The teacher derives two scores for each graded word list administered to the child. One score represents the child's immediate response to the words and is called the flash presentation. The second score represents the child's performance on the words he missed during the flash presentation. This opportunity for the child to study the word in an attempt to pronounce it is called the untimed or analysis score. If the child does not know or mispronounces any words on his first attempt (i.e. on the flash presentation), the teacher returns to each of these words after the child has finished the list and gives him an opportunity to analyze the word in an attempt to arrive at its correct pronunciation. The child's immediate responses are recorded by the teacher in the flash response column. The responses the child makes when the teacher gives the child an opportunity to study the words he has missed are recorded in the untimed column.

The score for the flash column is the number of words the child pronounces correctly as he first reads down the column of words. The score for the untimed column is the number of words the child pronounces correctly on the flash column plus all the corrections from the untimed column which are made without the teacher's help. The child's score on the untimed column is never lower than his score on the flashed column. There may be times, however, when the child's score is the same in the flash and untimed columns because he is unable to correct any of the words missed during the flash presentation. The untimed score may indicate the child's ability to use graphophonic skills. Children who have achieved some competence in phonics will often make higher scores on the untimed test than on the flash test.

It is very important that the teacher promptly record the child's responses because any delays are likely to result in incorrect reporting on the part of the teacher. The graded word recognition test is generally continued until the

child is no longer able to achieve a total score of at least fourteen words correct on the untimed test or when the situation becomes frustrating for the child. It is important that the teacher use her judgment to help determine when to stop the test. A tape recorder may prove quite helpful for the teacher who is unfamiliar with the techniques discussed above.

In an effort to exemplify the scoring of a word recognition test, the reader is directed to Table 2 which contains a child's performance on the pre-primer and primer word lists. On those words where nothing is marked the child said the words correctly as he read down the column of words. Miscues in word recognition were noted as follows: DK indicates that the child said "I don't know." Single letters or phonetic symbols represent the child's attempt to pronounce the word. When the child says a word which is different from the stimulus word, it is noted in the appropriate column. Other pertinent comments which might have diagnostic significance are also noted by the teacher.

The scores for this child are shown at the bottom of each column of words. For the pre-primer word list, the score of sixteen indicates that the child correctly pronounced sixteen of the twenty words on the flash presentation. The four words not correctly pronounced on the flash presentation were numbers 2, 3, 6, and 20. From this child's score on the untimed column, the reader can note that the child corrected three of his initial miscues thereby achieving a score of 19 correct words when given an opportunity to study those words he missed on the flash presentation. At the primer level the child achieved a score of 15 on the flash presentation and a score of 18 on the untimed presentation because he corrected three (numbers 1, 10, and 18) of his initial miscues.

Table 2
Example of a Child's Performance on a Word Recognition Test

List A-A	Flash	Untimed	List A	Flash	Untimed
1. make			1. want	went	C
2. help	D.K.	C	2. soon		
3. bed	bird	C	3. around		
4. work			4. something		
5. it			5. face		
6. tree	three	C	6. eat	ate	eaten
7. we			7. train		
8. some			8. are		
9. for			9. birthday		
10. very			10. will	well	C
11. if			11. reads		
12. the			12. bad	bed	bed
13. play			13. children		
14. book			14. much		
15. said			15. store		
16. where			16. matter		
17. can			17. white		
18. apple			18. laughed	laugh	C
19. and			19. wagon		
20. come	came	came	20. boy		
Number Correct	16	19	Number Correct	15	18

The teacher can use the number of words the child gets correct on each untimed column of words to get some general idea of the child's reading levels. To convert these raw scores to rough estimates of the various reading levels it is necessary for the teacher to refer to Table 3 with the total number of correct words on the untimed column for each list of words. Using Table 3 the reader can note that the child achieved a score of nineteen correct words on the pre-primer list. According to Table 3 this would indicate an independent level. Eighteen correct words at the primer level (untimed column) would indicate that this list is at the child's instructional level. According to the results reported thus far, it is not possible to determine this child's frustration level. The teacher would need to continue the testing until the child was unable to correctly pronounce at least fourteen words or appeared to be having considerable difficulty. When this point is reached, the teacher would proceed to the graded paragraphs.

Table 3

Criteria for Reading Levels: Words in Isolation

Levels	Number of Words Correct on Untimed 20-Word List
Independent	19-20
Instructional	14-18
Frustration	<14

Administering the Graded Paragraphs

It is generally a wise procedure to begin administering the graded paragraphs at least one level below that level where the child achieved the highest independent level on the word recognition test. If a child, for example, achieved independent

levels on the word recognition test for the pre-primer, primer, first, and second grade word lists, it is recommended that the teacher begin the graded paragraphs at the first grade level. If the paragraph is too difficult for the child, it is perfectly permissible for the teacher to give the child the next lowest level and go as low as necessary to find the level where the child can read fluently with good comprehension.

Once the starting level for reading the graded paragraphs is determined, the general procedure on each successive paragraph is the same. The teacher may wish to establish a definite purpose for reading each selection. She may also tell the child to think about the paragraph since he will be asked some questions about the selection he reads. The child is then asked to read the paragraph orally at sight. While the child is reading from the test card for the graded paragraphs, the teacher records his performance on the duplicated sheet for that paragraph in an attempt to keep a careful record of the exact way in which the child reads the paragraph. The suggested method for recording a child's oral reading presented in Table 1 should be a valuable aid to the teacher or prospective teacher who has not yet developed her own system for recording. The teacher should remember that she is <u>testing</u> the child, not teaching him. She should not, therefore, try to teach the child how to unlock a particular word. Her major task is to record the manner in which the child reads the paragraphs by noting omissions, repetitions, substitutions, and the like.

After the child finishes the reading selection, the teacher asks the comprehension questions. The child should <u>not</u> refer to the reading selection when answering the questions. She should not help the child arrive at the correct answers to the questions. If a comprehension question is answered incorrectly, for example, the teacher should merely note the child's response and go on to the next question. The teacher may, however, ask for clarification

if the answer for a particular question is not clear. The child's responses to the comprehension questions should be written verbatim if possible. Such recording will make it much easier for the teacher to score the comprehension questions. This general procedure is continued with subsequent paragraphs until the child is unable to satisfactorily answer the comprehension questions and/or has many word recognition miscues.

Table 4 contains one child's performance on oral reading at sight for a second grade passage. The notations indicate that he substituted Bob for Bill, so for soon, and was for saw. All three of the substitutions, however, were corrected. He also substituted moment for minute and a for the and did not correct these two miscues possibly because they did not result in significant changes in the meaning. The child also inserted trees but again, the meaning was not altered. The selection was read with good fluency and phrasing.

On the ten comprehension questions the child responded freely and demonstrated the ability to answer various types of questions. (The + indicates correct responses.) He apparently forgot the name of one kind of leaf Bill found in the woods (hence he received half credit); nevertheless, his understanding of the passage was excellent. From the criteria for the three reading levels, it would appear that this passage is at the child's independent level.

DETERMINING READING LEVELS

A major function of the BASIC READING INVENTORY is to identify a child's three reading levels: independent, instructional, and frustration. In recent years, numerous questions have been raised about standards for evaluating a child's performance on reading inventories.[9] Since, however, the most widely

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[9]William R. Powell, "The Validity of the Instructional Reading Level," Diagnostic Viewpoints in Reading, ed. Robert Leibert (Newark, Delaware: International Reading Association, 1971), pp. 121-133.

Table 4

Example of a Child's Performance on a Graded Paragraph

It was the first time © Bob Bill went to camp. He was happy to be there. © So Soon he went for a walk in the woods to look for many kinds of leaves. He found leaves from some maple trees and oak trees. As Bill walked in the woods, he © was saw some animal tracks. At that moment minute, a mouse ran into a small hole by a tree. Bill wondered if the tracks were made by a the mouse. He looked around for other animals. He did not see any other animals. The only thing Bill saw was a bird's nest in an old tree.

good phrasing and intonation

F 1. + Where did Bill go walking?
(in the woods)

F 2. + Did Bill enjoy going to camp? How do you know?
(Yes, the story said he was happy to be there)
Yes, he was happy to be there

F 3. ½ What kinds of leaves did Bill find in the woods?
(maple and oak)
maple What other kinds? I don't know

E 4. + What color do you think the leaves were? How do you know?
(green because it was in the summer; orange, yellow, etc. because it was in the fall)
Brown because he found them on the ground

V 5. + What are "tracks"?
(footprints made in the dirt; something made by animals when they walk or run)
Like when you walk in the sand you make tracks

E 6. + What other things might Bill have looked for in the woods?
(other animal tracks, animals, nuts, etc.)
birds, rocks

F 7. + What kind of animal did Bill think made the tracks?
(mouse)

F 8. + What other animals did Bill see?
(none)

E 9. + Do you think the tracks were made by a mouse? Why or why not?
(any logical response)
No, they would be very small and hard to see

V 10. + What does "wondered" mean?
(something you want to know about; like you think or wonder about something)
You really don't know but you think or wonder about it

used standards for evaluating reading performance are those suggested by Betts[10], his criteria will be used. Teachers, however, will probably modify the Betts criteria as they apply it to a child's performance on the BASIC READING INVENTORY. The reader should note that there is research which indicates that the Betts criteria are too high, but there is not enough evidence yet to say with assurance what criteria are suitable. As the three reading levels are presented, they will be considered from two viewpoints: the teacher's and the child's.

What is the Independent Reading Level?

Teacher's Viewpoint. The independent reading level is that level at which the child can read fluently without teacher assistance. In other words, the child can read the material on his own with excellent comprehension. This is the level of supplementary and independent reading. The material should not cause the child any difficulty. If the child reads orally, his reading should be expressive with accurate observation of punctuation. The teacher should note that at this level the child's reading is free from finger pointing, vocalization, lip movement, poor phrasing, and other evidences of general tension or problems with the reading material.

Materials, in order to be considered at the child's independent level, should be read with ninety-nine per cent accuracy in terms of word recognition. Even in a situation of oral reading at sight, the child should generally make not more than one or two miscues of a minor nature in each hundred running words. With respect to comprehension, the score should be no lower than ninety per cent when both factual and inferential type questions are asked.

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[10]Emmett Albert Betts, Foundations of Reading Instruction (New York: American Book Company, 1954), pp. 438-479.

In short, the child should be able to evaluate and reflect on the passage to the extent that he can fully understand the material.

It is important that the above criteria for determining a child's independent reading level be applied with careful teacher judgment. Some of the criteria, especially the ninety-nine per cent accuracy for word recognition, may have to be modified somewhat in evaluating a child's performances. The young child, for example, may frequently substitute "a" for "the" and vice versa while reading. An older child may omit or substitute a number of words which do not seriously impair his fluency and/or understanding of the passage, such miscues should be regarded as acceptable. When the teacher correctly determines the child's independent reading level, she can be assured that the child will experience little difficulty with materials which are written at or below that particular level.

Child's Viewpoint. Since most children have never heard of the various reading levels, they would not use the percentages and related behavioral characteristics described above. A child might, however, describe his independent reading level in these terms. "I can read this book by myself, and I understand what I read. I like reading books like this; they are easy."

What is the Instructional Reading Level?

Teacher's Viewpoint. The instructional reading level is that level at which the child can, theoretically, make maximum progress under teacher guidance. It is the level where the child is challenged but not frustrated. Many teachers are interested in finding the child's instructional level so that they can provide reading materials at that level. Like the independent level, the child should be free from externally observable symptoms of difficulty

such as finger pointing and anxiety produced by the reading material. Although the child might experience certain difficulties when reading materials at sight, most of these difficulties should be overcome after the child has had an opportunity to read the same material silently. In other words, oral rereading should be definitely improved over oral reading at sight. If the child is to make maximum progress from instruction, he should encounter no more difficulty than can be adequately dealt with through good instruction.

Materials, in order to be considered at the child's instructional level, should be read with ninety-five per cent accuracy in terms of word recognition. Although some difficulties will probably arise in word recognition, the child should be able to use contextual and syntactic clues, phonics, and/or other techniques to unlock unknown words. In terms of comprehension, the child should achieve a minimum comprehension score of at least seventy-five per cent. If these criteria are met, the child should, with teacher guidance, reach the same high levels of performance as indicated in the criteria for the independent reading level.

It is at the instructional level that the child will have the best opportunity to build new reading skills. This is the level at which formal reading instruction is likely to be most successful. If students are to be placed in certain books for reading instruction, the teacher should be sure that such books are at the child's instructional level.

Child's Viewpoint. If a child were asked to describe his instructional level, he might say the following. "I can understand what I am taught from this reading book. Some of the words are hard but after the teacher gives me some help, the story is easy to read. The workbook exercises are helping me to learn."

What is the Frustration Level?

Teacher's Viewpoint. The frustration level is that level at which the child should not be given materials to read. A very serious problem in many elementary school classrooms today is the very large number of children who are asked to read books at their frustration levels.[11] The child, at his frustration level, is unable to deal with the reading material. There are numerous behavioral characteristics which may be observed if the child is attempting to read materials which are too difficult for him. The child may, in some cases, actually refuse to continue reading the book. He may also exhibit lack of expression in oral reading, lip movement during silent reading, difficulty in pronouncing words, word-by-word reading and/or finger pointing.

The criteria for the frustration level, in addition to the behavioral characteristics noted above, are comprehension of fifty per cent or less and word recognition of ninety per cent or less. A child, for example, who was unable to correctly pronounce ninety or more words in a hundred-word selection and who could not answer at least half of the questions the teacher asked him would have a book which, according to Betts, is much too difficult for him to read.

Child's Viewpoint. Since reading materials at this level are too difficult for the child, it is very likely that he might describe the frustration level in these terms. "Why do you give me books like this to read? They're too hard. I hate to read when books are this hard. I don't know hardly any of the words. Why don't you give me an easier book?" Other children will say nothing when books are too difficult for them to read but the perceptive

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[11]Miles V. Zintz, The Reading Process: The Teacher and the Learner (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1970), p. 52.

teacher will note when books are at a child's frustration level. She can then provide other materials which are at the child's independent or instructional level.

The amount of information from a child's performance on the BASIC READING INVENTORY is directly related to how completely and accurately the teacher was able to record the child's reading miscues and answers to the comprehension questions. As a method of self-checking, the teacher may wish to record the child's reading on a tape recorder. Since the scoring procedures for the word recognition test and the graded paragraphs differ, each is explained in a separate section.

Determining Reading Levels from the Word Recognition Test

For the word recognition test it is necessary to determine the total number of correct words in the untimed column for each level administered. From the example used earlier, it was noted that the child achieved a score of 19 correct words on the pre-primer list and a score of 18 correct words on the primer list. These scores should then be entered in a summary chart similar to that shown in Table 5. To determine the reading levels corresponding to these two scores it is necessary to consult Table 3 for the reading level which corresponds to a particular score from the untimed column for each level of the word recognition test. From Table 3 it can be seen that this child achieved an independent level on the pre-primer word list and an instructional level on the primer word list.

Table 5

Summary Sheet for a Child's Performance on the

BASIC READING INVENTORY

SUMMARY OF PERFORMANCE

Level of Selection	Word Recognition In Isolation (Untimed)		Word Recognition in Context		Comprehension Level	
	Number Correct	Level	Per Cent Correct	Level	Per Cent Correct	Level
PP (A-A)	19	Independent	100		100	
P (A)	18	Instructional	99		90	
1 (A 1414)	15		94		80	
2 (A 8224)	12		88		50	
3 (A 3183)						
4 (A 5414)						
5 (A 5895)						
6 (A 6687)						

Independent Level _____ Instructional Level _____ Frustration Level _____

The reader should check his understanding of this procedure by attempting to find the reading levels which correspond to this child's performance on the first and second grade word lists as noted in Table 5. This task can be accomplished by taking the score given in Table 5 for the first grade word list (15) and finding the corresponding reading level from Table 3. The reading level should then be entered next to the number of words correct. This same procedure can be repeated for the score on second grade word list to find the child's level of attainment.

Determining Reading Levels From the Word Recognition Score in Context

The accuracy with which the child reads the words in the graded paragraphs, in conjunction with the behavioral characteristics for each of the three reading levels, is used by the teacher to determine whether a given paragraph is at the child's independent, instructional, or frustration level. In order to determine the accuracy with which the child reads the paragraph the teacher must determine the child's word recognition score. The word recognition score is found by counting the number of significant miscues the child makes during his oral reading of the graded paragraphs and determining the percentage. Since all the graded paragraphs contain exactly fifty or one hundred words, the percentage can be determined quite easily.

The notion of what constitutes a miscue in reading differs among authorities in reading. Some reading authorities maintain that only substitutions, insertions, and requests for teacher aid should be counted in computing the word recognition score for paragraph reading.[12] More recent evidence[13] seems to suggest that certain substitutions, insertions, omissions, and the like do not seriously damage the child's understanding of the passage; hence, such miscues should not be held against him.

> It must be remembered that accurate recognition is not the major objective in reading. The goal is always meaning. Because even proficient readers make errors on unfamiliar material, teachers must resist the temptation to meticulously correct all inconsequential mistakes. They must always ask whether a particular miscue really makes a difference.[14]

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[12]Marjorie Seddon Johnson and Roy A. Kress, "Individual Reading Inventories," Remedial Reading: An Anthology of Sources, eds. Leo M. Schell and Paul C. Burns (Boston: Allyn and Bacon, Inc., 1968), p. 156.

[13]See, for example, Marvin Cohn, "The Reader's Rudder," Elementary English, 49 (March, 1972), 369-371. Yetta M. Goodman, "Reading Diagnosis - Qualitative or Quantitative?" The Reading Teacher, 26 (October, 1972), 32-37. Aaron Lipton, "Miscalling While Reading Aloud: A Point of View," The Reading Teacher, 25 (May, 1972), 759-762.

[14]Kenneth S. Goodman, "The Search Called Reading," Coordinating Reading Instruction, ed. Helen M. Robinson (Glenview, Illinois: Scott, Foresman and Company, 1971), p. 14.

It would appear that the best advice to give teachers and prospective teachers for counting miscues is to include those omissions, insertions, and substitutions and other miscues that appear to affect comprehension. Scoring the child's word recognition score from the paragraph presented in Table 4 should serve as an example of this recommended procedure.

From this child's oral reading of a second grade passage it is readily apparent that he made numerous miscues. Although none of his miscues appear to affect the meaning of the passage, the teacher decided to lump all the miscues together as one significant miscue. To determine the child's per cent score of word recognition for this graded paragraph the teacher can merely subtract one from one hundred thereby achieving a score of ninety-nine per cent. The same procedure is used to determine the percentage of word recognition for the other graded paragraphs at and above the primer level. Since the pre-primer selections only contain fifty words the teacher would count each significant miscue as two percentage points and then subtract from one hundred.

After the percentage indicating the accuracy of word recognition in context is determined the teacher should enter this score as shown in Table 5. The teacher should then consult Table 6 which indicates the reading levels which correspond to the various percentages for words in context. A child, for example, who attains 99 per cent accuracy for words in context would achieve an independent level. Table 5 contains various percentages calculated by the procedures outlined above. By consulting Table 6, the reader should determine the child's reading levels which correspond to the various percentages and place the appropriate levels in Table 5.

Table 6

Criteria for Reading Levels: Words in Context*

Levels	Per Cent of Words Correct
Independent	99
Instructional	95
Frustration	90

*Based on the traditional Betts criteria

Determining Reading Levels from the Comprehension Questions

The comprehension score is expressed as a per cent score of the number of questions answered correctly. The per cent score is derived by dividing the number of correct responses by the total number of questions. If a child, for example, answers five of ten comprehension questions correctly, he would achieve a comprehension score of fifty per cent. To convert this percentage into one of the three reading levels the teacher would merely consult Table 7. A score of fifty per cent indicates that the passage is at the child's frustration level.

The above procedure, however, is not directly applicable to the pre-primer selections since there are only four questions, hence each question counts twenty-five per cent. Teacher judgment must be exercised in determining the child's comprehension score. A child could miss one question at the pre-primer level (a comprehension score of seventy-five per cent) and one question at the primer level (a comprehension score of ninety per cent). If the teacher decided that the score from the pre-primer level did not accurately reflect the child's achievement,

it is permissible for the teacher to place more emphasis on the scores at the primer level in determining the child's three reading levels.

Table 5 contains a number of percentage scores for the comprehension questions in the pre-primer through second grade levels. The reader, by consulting Table 7, should determine the reading level which corresponds to each passage and place these levels in Table 5.

Table 7

Criteria for Reading Levels: Comprehension*

Levels	Per Cent of Questions Answered Correctly
Independent	90
Instructional	75
Frustration	50

*Based on the traditional Betts criteria

ASSIMILATING THE RESULTS FROM THE BASIC READING INVENTORY

Once the teacher has used Table 5 to organize the test results for the word recognition test, the words in context, and paragraph comprehension, she is in a position to determine the child's independent level, his probable instructional level, and his frustration level. Table 8 contains a summary of one child's performance on the BASIC READING INVENTORY. The various percentages and levels should correspond to the reader's efforts to complete the examples which were presented in Table 5. The reader should check his results and resolve any discrepancies.

From the data presented on Tables 5 and 8, it would appear that the child's independent levels are pre-primer and primer. Since the independent level is the highest level at which a child could read books by himself, the primer

level would be his independent level. Materials at the first grade level of difficulty would provide the basis for instruction, hence it is his instructional level. At this level the child should make maximum progress under teacher guidance. The second grade level, according to the Betts criteria, appears to be this child's frustration level. He should not, therefore, be asked to read material at this level. In summary, the child's three reading levels are: independent--primer, instructional--first grade, and frustration--second grade.

Table 8

Summary of a Child's Performance on the

BASIC READING INVENTORY

Summary of Performance

Level of Selection	Word Recognition In Isolation (Untimed)		Word Recognition in Context		Comprehension Level	
	Number Correct	Level	Per Cent Correct	Level	Per Cent Correct	Level
PP (A-A)	19	Independent	100	Independent	100	Independent
P (A)	18	Instructional	99	Independent	90	Independent
1 (A 1417)	15	Instructional	94	Instructional	80	Instructional
2 (A 8224)	12	Frustration	88	Frustration	50	Frustration
3 (A 3183)	___	_____	___	_____	___	_____
4 (A 5414)	___	_____	___	_____	___	_____
5 (A 5895)	___	_____	___	_____	___	_____
6 (A 6687)	___	_____	___	_____	___	_____

Independent Level P Instructional Level 1 Frustration Level 2

It should be noted that summary sheets, unlike that presented in Table 8, may not result in such clear distinctions among the three reading levels for other students. When discrepancies arise, the teacher must use her judgment in determining the child's three levels. Frequently, it is wise to consider the child's performance preceding and following the level in question, as well as his performance across a particular level. Table 9 contains a summary of another child's reading which requires some teacher judgment.

The scores for the first and third grade selections present no problems since the numerals correspond to those given in Tables 5, 6, and 7. On the second grade selection, word recognition in context is below the criteria on Table 6 for independent level. Since, however, the child's other two scores at the second grade level are marked independent, the teacher can conclude that the child's reading is at the independent level. For the fourth grade selection, the child achieved instructional level for word recognition in context; however, his scores for word recognition in isolation and comprehension are at the frustration level. Since the child is unable to satisfactorily comprehend the material, the teacher should regard fourth grade as the child's frustration level. Now, by analyzing the child's performance <u>within</u> a given selection and <u>between</u> the four selections, the teacher can verify earlier judgments and conclude that the child's three reading levels are: independent--second grade, instructional--third grade, and frustration--fourth grade. Teachers should also note that it is possible for some children to have a range of several grades within the instructional level.

If, for example, the child's scores in Table 9 were changed so that his comprehension score at the second grade level was seventy per cent, his three reading levels would probably be: independent--first grade, instructional--second grade and third grade, and frustration--fourth grade.

Table 9

Summary of a Child's Performance on the

BASIC READING INVENTORY

Summary of Performance

Level of Selection	Word Recognition In Isolation (Untimed)		Word Recognition In Context		Comprehension Level	
	Number Correct	Level	Per Cent Correct	Level	Per Cent Correct	Level
PP (B-B)	___	_____	___	_____	___	_____
P (B)	___	_____	___	_____	___	_____
1 (I-B)	20	Independent	99	Independent	90	Independent
2 (II-B)	20	Independent	96	Instructional	90	Independent
3 (III-B)	15	Instructional	95	Instructional	75	Instructional
4 (IV-B)	11	Frustration	95	Instructional	40	Frustration
5 (V-B)	___	_____	___	_____	___	_____
6 (VI-B)	___	_____	___	_____	___	_____

Independent Level 2 Instructional Level 3 Frustration Level 4

It is also important to take the behavioral characteristics for each reading level into consideration to aid in the proper placement of students. A child, for example, may have high enough percentages to read independently at a certain level of difficulty; however, he may appear to be quite nervous and exhibit behavioral characteristics which lead the teacher to conclude that such a level is too difficult for independent reading. It would seem prudent for teachers to exercise extreme care in determining a child's three reading levels. It is always

easier to move a child to a higher level if he finds the materials too easy than to initially place him in a book which he might find difficult and frustrating.

In most cases the three reading levels serve merely as a starting point for effective reading instruction. Since the reading levels are determined in a relatively short period of time, they may not be entirely accurate. The teacher should not, therefore, consider a child's three reading levels to be of a rigid, static nature. If, in working with the child, the teacher finds that his various reading levels are not accurate, she should not hesitate to make necessary adjustments.

USING THE BASIC READING INVENTORY TO ENHANCE INSTRUCTION

In addition to using the BASIC READING INVENTORY to estimate the child's three reading levels, the results from the word recognition test and graded paragraphs can also be used to determine strengths and weaknesses in word attack and comprehension.

Determining Strengths and Weaknesses in Word Attack

Based on a child's miscues make while he was orally reading lists of words and paragraphs, the teacher can devise a method for analyzing these miscues in an effort to find patterns. These patterns may indicate certain strengths and weaknesses in word attack. By recording a child's miscues from the reading inventory to a sheet similar to that in Table 10, the teacher may make certain hypotheses about a child's needs in reading. Suppose, for example, that Susan's errors from the word recognition tests and oral reading passages revealed the information contained in Table 10. Although there are miscues in many categories, it would appear that Susan is able to apply the initial sounds in those words she has difficulty pronouncing. She has considerable difficulty, however, in the middles of words. Upon even closer analysis of her medial errors, it would seem

Table 10

SUMMARY OF ORAL READING PERFORMANCE

Wrong Beginnings	Wrong Middles	Wrong Endings	Wrong Several Parts	Omissions
	ran for run new - now came - come well - will give - gave walk - work barn - burn	fly for flew had - have big - bigger	turkeys for trucks	she spiders many
Insertions	**Substitutions**	**Hesitations**	**Repetitions**	**Miscellaneous**
big always	a for the take - like in - into	///	~~////~~ ///	

that a lack of vowel knowledge may be contributing to her difficulties in reading.

A different child may show weaknesses in other areas. Pete, for example, may have many words under the section "Omissions". Perhaps he does not attempt to pronounce many of the words he does not recognize immediately. Pete may, therefore, need instruction in developing more effective strategies for anticipating words through the use of contextual and syntactic cues.

Still another student may fail to recognize many word endings which may be indicative of a possible problem in structural analysis (s, es, ed, ing, etc.). When analyzing difficulties in word recognition by charting miscues, the teacher must be careful that the weaknesses of a child are based on patterns of miscues, not just a few miscues in any given category. The conclusions or tentative hypotheses the teacher makes in regard to child's strengths and weaknesses in word attack should, of course, be considered as tentative and verified or discounted through classroom instruction. Also, the teacher should remember that word recognition is not an end in itself; it is a means for gaining an understanding of the material. It is often possible for a child to gain meaning from reading material even though he makes several miscues. Instruction in word recognition, therefore, should be based upon strategies that will help him understand a reading selection.

Determining Strengths and Weaknesses in Comprehension

The BASIC READING INVENTORY contains four different types of comprehension questions coded as follows: (M) main idea; (F) factual; (V) vocabulary; and (E) experience and/or evaluation. The teacher can note errors in the various areas of comprehension by placing tally marks by the level of each paragraph under the types of questions the child misses. An example of this procedure

is shown in Table 11. Using such a system may enable the teacher to note patterns of difficulty in comprehension just as she did in word attack. The child whose errors on comprehension questions are marked on Table 11 has potential weaknesses in the areas of remembering the details of factual questions and defining vocabulary used in the paragraphs. The child has possible strengths in main idea and experience/evaluation questions. It is possible that such an analysis will reveal those children who exhibit few difficulties in word attack who, nevertheless, have definite problems in comprehension.

Analyzing Miscues and Developing Strategy Lessons

It should be quite clearly understood by both teachers and prospective teachers that the results from the BASIC READING INVENTORY are virtually useless unless they become blueprints for instruction. In fact, all the test results in the world will not particularly help a child improve his reading unless the teacher implements the implications from the tests into her teaching. It is of little value, for example, to determine that a child in the sixth grade has an instructional level of third grade if the teacher insists that he be given a sixth grade basal text to "read" since he is a sixth grader. Even if the teacher places this child in a third grade book it is doubtful that maximum progress will be made in reading since his specific needs in reading are likely to be ignored. The total results from the BASIC READING INVENTORY must be used to help plan effective instruction which takes into account each child's specific difficulties in word recognition and/or comprehension.

To aid the teacher in analyzing miscues, the following questions may prove useful. To what degree does the child make use of:

1. phonic strategies? Does he make more use of letter shapes or of the sounds associated with the letters?
2. semantic or contextual strategies? Do the words he substitutes or omits make sense?

3. syntactic strategies? Does his reading sound like language or does he use non-words?
4. correction strategies? Under what circumstances does he correct or fail to correct his miscues? How successful are his attempts at correction?

After asking such questions the teacher should make a general evaluation of the child's overall reading ability. It is then possible for the teacher to develop reading strategies to help the child improve his reading. A number of common situations that may occur in classrooms are presented in Appendix E. For each of these situations the teacher is offered some possible strategies.

Table 11

Summary of Comprehension Performance

Main Idea (M)	Factual (F)	Vocabulary (V)	Experience Evaluation (E)
P	P	P	P
1	1 /	1	1
2	2 /	2	2
3	3 //	3 /	3
4	4 //	4 /	4
5 /	5 /	5 /	5
6	6 ///	6 //	6

In conclusion, tests, like the BASIC READING INVENTORY, play a substantial role in diagnosing reading difficulties and developing reading strategy lessons. Unless they are used in conjunction with observation, cumulative records, and other evaluative techniques, serious errors may and probably will result. One should not underestimate the role of the BASIC READING INVENTORY in diagnosis; however, the test results should be used to guide the teacher's response to a child's reading. They should not be used to dictate a teacher's actions thereby dominating her professional knowledge and experience.

APPENDIX A

BASIC READING INVENTORY, FORM A

BASIC READING INVENTORY

(Form A: Field Research Edition)

Jerry L. Johns

Northern Illinois University

Child's Name _____ Sex M F Date of Testing _____

Date of Birth _____ Grade ___ Teacher _____

Address _____ Examiner _____

SUMMARY OF PERFORMANCE

Level of Selection	Word Recognition In Isolation (Untimed)		Word Recognition in Context		Comprehension Level	
	Number Correct	Level	Per Cent Correct	Level	Per Cent Correct	Level
PP (A-A)	____	_____	_____	_____	_____	_____
P (A)	____	_____	_____	_____	_____	_____
1 (A1417)	____	_____	_____	_____	_____	_____
2 (A8224)	____	_____	_____	_____	_____	_____
3 (A3183)	____	_____	_____	_____	_____	_____
4 (A5414)	____	_____	_____	_____	_____	_____
5 (A5895)	____	_____	_____	_____	_____	_____
6 (A6687)	____	_____	_____	_____	_____	_____

Independent Level ___

Instructional Level ___

Frustration Level ___

General Observations

List A-A		Flash	Untimed
1.	make		
2.	help		
3.	bed		
4.	work		
5.	it		
6.	tree		
7.	we		
8.	some		
9.	for		
10.	very		
11.	if		
12.	the		
13.	play		
14.	book		
15.	said		
16.	where		
17.	can		
18.	apple		
19.	and		
20.	come		
Number Correct			

List A		Flash	Untimed
1.	want		
2.	soon		
3.	around		
4.	something		
5.	face		
6.	eat		
7.	train		
8.	are		
9.	birthday		
10.	will		
11.	reads		
12.	bad		
13.	children		
14.	much		
15.	store		
16.	matter		
17.	white		
18.	laughed		
19.	wagon		
20.	boy		
Number Correct			

List A 1417	Flash	Untimed	List A 8224	Flash	Untimed
1. again			1. smell		
2. how			2. afraid		
3. over			3. gone		
4. wonderful			4. open		
5. sled			5. castle		
6. buzzed			6. enough		
7. much			7. country		
8. thought			8. wishing		
9. grow			9. drink		
10. told			10. teacher		
11. stop			11. quietly		
12. came			12. done		
13. never			13. shout		
14. live			14. always		
15. time			15. year		
16. please			16. that's		
17. trucks			17. high		
18. faster			18. everyone		
19. sleep			19. started		
20. house			20. parade		
Number Correct			Number Correct		

List A 3183	Flash	Untimed
1. mind		
2. weather		
3. company		
4. chickens		
5. scampered		
6. chewed		
7. conductor		
8. trap		
9. morning		
10. reason		
11. factory		
12. favorite		
13. distance		
14. able		
15. because		
16. discover		
17. escape		
18. crawl		
19. hundred		
20. danger		
Number Correct		

List A 5414	Flash	Untimed
1. double		
2. swoop		
3. automobile		
4. balanced		
5. platform		
6. metal		
7. level		
8. serious		
9. falsehood		
10. harbor		
11. observing		
12. capture		
13. language		
14. vanishing		
15. predict		
16. force		
17. island		
18. ought		
19. target		
20. impossible		
Number Correct		

List A 5895	Flash	Untimed
1. catalog		
2. future		
3. dusk		
4. dense		
5. generosity		
6. omitted		
7. heighten		
8. enormous		
9. instant		
10. patience		
11. satisfied		
12. document		
13. voyage		
14. approved		
15. wisdom		
16. terrific		
17. expert		
18. remarkably		
19. shrill		
20. bullets		
Number Correct		

List A 6687	Flash	Untimed
1. amount		
2. sausages		
3. confidence		
4. ankle		
5. fragments		
6. emergency		
7. application		
8. establishment		
9. legend		
10. interior		
11. barter		
12. assemble		
13. devote		
14. shifted		
15. teamwork		
16. arrangement		
17. calmly		
18. transportation		
19. glittering		
20. violent		
Number Correct		

BEST COPY AVAILABLE

A-A

F 1. What time of the year or season was it? (fall)

F 2. What is the name of Sue's dog? (Sam)

E 3. What else do you think they might have seen on their walk? (people, buildings, flowers, dry leaves, squirrels, etc.)

V 4. What does "nice" mean? (pleasant, enjoyable, pleasing, etc.)

Per Cent of Word Recognition_____ WPM)3000

Per Cent of Comprehension_____

It was fall. Sue went for a walk. She took her dog Sam. They walked for a long time. They saw trees. Some were red. Some were green. Sue and Sam saw birds too. They were brown. Sam did not chase them. They liked their walk. It was very nice.

A

M 1. ____ What is this story about?
(boys getting ready to play in the snow)

F 2. ____ What day does the story take place?
(Saturday)

F 3. ____ Who woke up first?
(Jack)

F 4. ____ How did the trees look?
(white)

V 5. ____ What is "ground"?
(something you walk on)

E 6. ____ Why do you think the boys were so excited?
(any logical response)

F 7. ____ What was dad doing?
(getting the sleds)

F 8. ____ How many times had it snowed before?
(none; it was the firstssnow, etc.)

E 9. ____ Tell me what you think the boys will wear outside.
(any logical response)

V 10. ____ What does "rubbing" mean?
(to rub your hands back and forth, etc)

Per Cent of Word Recognition ____

Per Cent of Comprehension ____

____ WPM
) 6000

Reading Rate ____

Jack woke up Saturday morning. He looked out of the window. The ground was white. The trees were white.

"Oh boy," said Jack, "snow."

"What did you say?", asked John, rubbing his eyes.

"It snowed last night. Get up and see," said Jack.

Both boys ran to the window.

"Look at that!" said John. "Come on. Let's get dressed."

Jack and John ran into the kitchen

"Mom!" they said. "Snow! It snowed last night."

"Yes," said Mom. "Dad went out to get your sleds. First we will eat. Then what fun we will have. The first snow is the best!"

A 1417

M 1. ____ What is this story about?
(a puppy and a frog)

F 2. ____ Where did Puppy go one day?
(to the pond; for a walk)

F 3. ____ What kind of a day was it in the Story?
(warm and sunny)

F 4. ____ What did Puppy see?
(a frog)

E 5. ____ Why do you think Puppy wanted to play with the frog?
(any logical response)

V 6. ____ What does "jumped" mean?
(to jump up and down; to leap)

E 7. ____ What do you think the frog did when the water got over his head?
(any logical response; started to swim)

F 8. ____ What did Puppy do when the water went over his head?
(moved his legs; he didn't know what to do)

F 9. ____ What did Puppy learn in this story?
(how to swim)

V 10. ____ What is a pond?
(like a lake, etc.)

Per Cent of Word Recognition ____

Per Cent of Comprehension ____

____ WPM
) 6000

Reading Rate ____

One day Puppy went for a walk. The sun was warm. Puppy walked to the pond. There he saw a frog. The frog was on a log. Puppy wanted to play. Puppy barked. The frog just sat.

Puppy jumped into the water. Frog jumped in, too. Puppy started to walk. The water got very deep. Puppy did not know what to do. The water went over his head. Puppy moved his legs. Soon his head came out of the water. He kept on running. He came to the other side of the pond. That is how Puppy learned to swim.

A8224

M 1. ____ What is this story about?
(a boy at camp)

F 2. ____ Where did Bill go walking?
(in the woods)

F 3. ____ Did Bill enjoy going to camp? How do you know?
(Yes, the story said he was happy to be there)

F 4. ____ What kinds of leaves did Bill find in the woods?
(maple and oak)

E 5. ____ What color do you think the leaves were? How do you know?
(green because it was in the summer; orange, yellow, etc. because it was in the fall)

V 6. ____ What are "tracks"?
(footprints made in the dirt; something made by animals when they walk or run)

E 7. ____ What other things might Bill have looked for in the woods?
(Other animal tracks, animals, nuts,etc.)

F 8. ____ What kind of animal did Bill think made the tracks?
(mouse)

F 9. ____ What other animals did Bill see?
(none)

V 10. ____ What does "wondered" mean?
(something you want to know about; like you think or wonder about something)

Per Cent of Word Recognition ____ WPM / 6000

Per Cent of Comprehension ____ Reading Rate _____

It was the first time Bill went to camp. He was happy to be there. Soon he went for a walk in the woods to look for many kinds of leaves. He found leaves from some maple and oak trees. As Bill walked in the woods, he saw some animal tracks. At that minute, a mouse ran into a small hole by a tree. Bill wondered if the tracks were made by the mouse. He looked around for other animals. He did not see any other animals. The only thing Bill saw was a bird's nest in an old tree.

448

A3183

M 1. ____ What is this story about?
(abbear trying to get honey)

F 2. ____ When were the bees making honey?
(in the day)

F 3. ____ Where were the bees making honey?
(in the attic of the cabin; outside)

F 4. ____ What woke up the person in this story?
(a scratching noise at the window)

V 5. ____ What is a "shadow"?
(when you walk and the sun is on you it makes a shadow, etc.)

E 6. ____ Do you think the bear was trying to break in? Why?
(any logical response)

F 7. ____ What covered part of the window?
(blackness; a shadow)

F 8. ____ What was found in the morning?
(bear tracks)

E 9. ____ Why do you think the bear walked away?
(any logical response)

V 10. ____ What is an "attic"?
(a place way upstairs in your house where you put junk and stuff)

Per Cent of Word Recognition ____ ____ WPM / 6000

Per Cent of Comprehension ____ Reading Rate ____

The bees were making honey during the day. At night it was cool and quiet. I had slept well until I heard a scratching noise at my window. It sounded as if someone was trying to break in. As I moved a little closer, I could see something black cover a part of the window. In fright I knocked on the window pane. Very slowly and quietly the great shadow moved down and walked away. In the morning we found bear tracks there. He had come for the honey that the bees were making in the attic of the cabin.

A 5414

M 1. ____ What is this story about?
(a fish named Freddy)

F 2. ____ What kind of fish is Freddy?
(a tropical fish)

F 3. ____ Where does Freddy live?
(in an aquarium; in Mr. Page's house)

F 4. ____ Where is Freddy's home?
(in a cave; in a rock ledge)

E 5. ____ How do you think Freddy might chase other fish away?
(any logical response)

V 6. ____ Describe an aquarium.
(any logical response)

E 7. ____ Tell me how you think Freddy might look.
(any logical response)

F 8. ____ Who often watches Freddy clean his house?
(Mr. Page)

F 9. ____ How does Freddy keep his home clean?
(he scoops up gravel and drops it outside his cave)

V 10. ____ What does shallow mean?
(not deep)

Per Cent of Word Recognition ____ WPM / 6000

Per Cent of Comprehension ____ Reading Rate ____

Freddy is a tropical fish. He lives in [redacted]arge aquarium in Mr. Page's house. There is one section of the aquarium which Freddy considers belongs to him. Freddy's home is a shallow cave in the side of a rock ledge. Mr. Page put the ledge in the aquarium for Freddy. When any of the other fish in the aquarium come near his home, he chases them away. Freddy does a good job of keeping his home clean. He scoops up any misplaced gravel and drops it outside the cave. Mr. Page enjoys watching Freddy guard and clean his home.

50

A 5895

M 1. ____ What is this story about?
(a camping trip)

F 2. ____ What day did Uncle Joe go camping?
(Friday)

F 3. ____ What was the first thing done at the campsite?
(set up a tent)

F 4. ____ Why couldn't the boy go to sleep?
(he was eager to go trout fishing)

V 5. ____ What is a "campsite"?
(where you go camping; where you put a tent up)

E 6. ____ In addition to a tend and food, what other things do you think were taken to the campsite?
(any logical response)

F 7. ____ What did they have for breakfast?
(ham and eggs)

F 8. ____ How many trout did they catch?
(non; it didn't say)

E 9. ____ What time do you think they left for their campsite?
(any logical response that indicates that school is out)

V 10. ____ What does "eager" mean?
(you really want to do something; excited)

Per Cent of Word Recognition ____ ____ WPM) 6000

Per Cent of Comprehension ____ Reading Rate ____

My uncle and I went camping this past week. We left home Friday after school and reached our campsite Friday night. After setting up our tent we went to bed. I could not fall asleep because I was eager to go trout fishing for the first time in my life. Finally I fell asleep only to be shook by my uncle telling me it was time for breakfast. I got up out of my sleeping bag, got dressed and went out by the fire. I enjoyed a breakfast of ham and eggs which Uncle Joe had prepared on the fire.

5/

A 6687

M 1. ____ What is this story about?
(a witch and Halloween)

F 2. ____ What kind of a night was it?
(foggy)

F 3. ____ Where did the witch live?
(in a shady hut)

F 4. ____ How many people saw the witch?
(nobody)

E 5. ____ How do you think the witch looked?
(any logical response)

V 6. ____ What does "brew" mean?
(a big pot full of stuff)

E 7. ____ Describe what you think the inside of the witch's hut looks like.
(any logical response)

F 8. ____ What was the witch's "job"?
(to decide the fate of weather on Halloween Eve)

F 9. ____ Why did the witch put grape jelly beans in the brew?
(make it storm)

V 10. ____ What does "fate" mean?
(something that happens and you can't do anything about it)

Per Cent of Word Recognition ____

Per Cent of Comprehension ____

____ WPM
) 6000

Reading Rate ____

The heavy fog swept across a Pumpkin field where the Great Orange Witch lived in her shady hut. At night dim lights were seen in the cloudy windows and odd sounds drifted out from under doors and through cracks in the walls. No one had ever seen the witch but kids imagined her to look like any other sorceress. They were sadly mistaken. She was no ordinary witch but one who decided the fate of weather on Halloween Eve. If the witch thought that it should storm in October she would drop more grape jelly beans in her evil brew.

APPENDIX B

BASIC READING INVENTORY, FORM B

BEST COPY AVAILABLE

BASIC READING INVENTORY

(FORM B: Field Research Edition)

Jerry L. Johns

Northern Illinois University

Child's Name_____ Sex M F Date of Testing_____

Date of Birth_____ Grade_____ Teacher_____

Address_____ Examiner_____

SUMMARY OF PERFORMANCE

Level of Selection	Word Recognition In Isolation (Untimed)		Word Recognition in Context		Comprehension Level	
	Number Correct	Level	Per Cent Correct	Level	Per Cent Correct	Level
PP (B-B)	____	_____	____	_____	____	_____
P (B)	____	_____	____	_____	____	_____
1 (B-1417)	____	_____	____	_____	____	_____
2 (B-8224)	____	_____	____	_____	____	_____
3 (B-3183)	____	_____	____	_____	____	_____
4 (B 5414)	____	_____	____	_____	____	_____
5 (B-5895)	____	_____	____	_____	____	_____
6 (B-6687)	____	_____	____	_____	____	_____

Independent Level _____

Instruction Level _____

Frustration Level _____

General Observations

BEST COPY AVAILABLE

List B-B	Flash	Untimed	List B	Flash	Untimed
1. ball			1. all		
2. come			2. are		
3. get			3. away		
4. have			4. boy		
5. house			5. came		
6. in			6. do		
7. it			7. eat		
8. little			8. find		
9. make			9. funny		
10. not			10. good		
11. play			11. he		
12. ride			12. home		
13. see			13. like		
14. to			14. on		
15. up			15. out		
16. want			16. pet		
17. will			17. put		
18. we			18. run		
19. with			19. she		
20. you			20. take		
NUMBER CORRECT			NUMBER CORRECT		

BEST COPY AVAILABLE

List B-1417	Flash	Untimed	List B-8224	Flash	Untimed
1. apple			1. across		
2. back			2. above		
3. began			3. been		
4. call			4. bravely		
5. could			5. count		
6. far			6. city		
7. gave			7. even		
8. happy			8. dress		
9. her			9. follow		
10. how			10. front		
11. live			11. hear		
12. may			12. knock		
13. next			13. near		
14. open			14. mouth		
15. party			15. poor		
16. snow			16. seed		
17. store			17. round		
18. thing			18. soft		
19. walk			19. though		
20. wish			20. turn		
NUMBER CORRECT			NUMBER CORRECT		

BEST COPY AVAILABLE

List B-3183	Flash	Untimed
1. ashamed		
2. danger		
3. feel		
4. doctor		
5. hang		
6. fiercely		
7. lift		
8. horn		
9. mountain		
10. language		
11. pile		
12. noon		
13. face		
14. pound		
15. sight		
16. stove		
17. visit		
18. trap		
19. knock		
20. warm		
NUMBER CORRECT		

List B-5414	Flash	Untimed
1. great		
2. packet		
3. crickets		
4. blushing		
5. treasure		
6. machine		
7. disturbed		
8. spoon		
9. dozen		
10. trail		
11. prepared		
12. moan		
13. mountains		
14. rooster		
15. beyond		
16. bandit		
17. already		
18. snake		
19. condition		
20. rescue		
NUMBER CORRECT		

BEST COPY AVAILABLE

List B-5895	Flash	Untimed
1. persistent		
2. entrance		
3. prairie		
4. taxation		
5. jagged		
6. increasing		
7. pouches		
8. rifle		
9. mercy		
10. honestly		
11. attached		
12. beard		
13. nation		
14. padded		
15. wealthy		
16. turtle		
17. bandages		
18. stream		
19. silence		
20. center		
NUMBER CORRECT		

List B-6687	Flash	Untimed
1. procession		
2. cease		
3. telescope		
4. depth		
5. science		
6. medicine		
7. symbol		
8. snowy		
9. blond		
10. pounce		
11. liberty		
12. knights		
13. wreath		
14. authority		
15. customers		
16. trio		
17. future		
18. singular		
19. exhausted		
20. isolate		
NUMBER CORRECT		

B-B

F 1. _____ What did Paul lose?
(his big red ball)

F 2. _____ What color was the ball that Jill saw?
(blue)

V 3. _____ What does "find" mean?
(to locate, look for something and then see it)

E 4. _____ How do you think Paul lost his ball?
(any logical response)

Per Cent of Word Recognition _____ WPM)3000

Per Cent of Comprehension _____

BEST COPY AVAILABLE

"I can not find my ball," said Paul. "It is a big ball. My ball is red."

"Here is a ball," Jill said. "The ball is blue. It is big. It is not red."

"I see a ball," said Paul. "It is red. It is big. It is my ball!"

BEST COPY AVAILABLE

B

M 1. _____ What is this story about?
(a girl named Ann who found an egg that hatched)

F 2. _____ Where was Ann's house?
(in the woods)

F 3. _____ What kind of a day was it?
(sunny)

F 4. _____ Where did Ann find the egg?
(in the grass along the road)

V 5. _____ What is an egg?
(it is round, white, and hard; you eat it; a baby chicken comes from it)

E 6. _____ How do you think the egg got in the grass along the road?
(any logical response)

F 7. _____ What happened to the egg?
(it hatched)

E 8. _____ What other things might Ann have found on her walk?
(any logical response like tracks, leaves, sticks, etc.)

E 9. _____ Tell me what you think the baby chick looked like.
(any logical response)

V 10. _____ What is a pet?
(an animal to love, play with, etc.)

Per Cent of Word Recognition _____ WPM /6000

Per Cent of Comprehension _____

In the woods was a white house. Ann lived there. The sun made Ann happy. The air smelled clean. She took a walk.

Along the road in the grass Ann found something. It was round and white.

"Oh!" said Ann. "What a nice egg. I'll take it home."

Mother was home.

She said, "Ann, you must keep the egg warm."

Ann filled a box with rags. She set the egg in it. She put it near the stove.

The next day Ann woke to a sound she did not know.

"Chirp." A baby chick was born. Ann had a pet.

B-1417

BEST COPY AVAILABLE

M 1. ____ What is this story about?
(a boy's trip to the zoo)

F 2. ____ What is the boy's name in this story?
(Jim)

F 3. ____ Where did Jim want to go?
(to the zoo)

F 4. ____ Who did he ask?
(his mother)

E 5. ____ Why do you think his mother said "Yes"?
(any logical response)

V 6. ____ What is a "turtle"?
(an animal; it has a shell)

E 7. ____ Name some other animals Jim probably saw at the zoo.
(any logical response)

F 8. ____ Where was his mother?
(behind him)

E 9. ____ Why do you think Jim cried?
(any logical response; he was scared)

V 10. ____ What does "nice" mean?
(smooth or good)

Per Cent of Word Recognition _____

Per Cent of Comprehension _____

_____ WPM
)6000

Jim wanted to go to the zoo. He asked his mother. His mother said, "Yes." Jim had fun at the zoo. There were many animals he liked. One animal looked like it had two tails. It was an elephant. One had a nice back to ride on. It was a big turtle. Jim looked at many things. He saw many furry things. He laughed at them.

Soon it was getting dark. "Where am I?" he asked. Jim looked for his mother. He was lost! He sat down and cried. Soon someone laughed. His mother was behind him all the time!

B-8224

BEST COPY AVAILABLE

M 1. ____ What is this story about?
(spiders)

F 2. ____ Where did the spider sit in this story?
(by Little Miss Muffet)

F 3. ____ How many legs does a spider have?
(eight)

E 4. ____ Why do you think some people are afraid of spiders?
(any logical response)

V 5. ____ What are "feelers"?
(antennans; they stick out from insect's head)

E 6. ____ What does it mean to be "friendly"?
(any logical response)

F 7. ____ How many parts are there to an insect's body?
(three)

F 8. ____ What do spiders eat?
(insects)

E 9. ____ Name some places where you might find a spider's web.
(any logical response)

V 10. ____ What is a "web"?
(spiders spin it to catch animals for their food)

Per Cent of Word Recognition ____ ____ WPM
)6000

Per Cent of Comprehension ____

A spider sat down by Little Miss Muffet. She was afraid of him. She should not have been afraid. The spider would not hurt her. Most spiders are friendly. If you think a spider is an insect, you are wrong. An insect has six legs, but a spider has eight legs. An insect has two feelers. But a spider has no feelers at all. An insect has three parts to his body. A spider has only two parts to his body. Spiders love to eat insects. They catch insects in their webs. You may find a spider web almost everywhere.

BEST COPY AVAILABLE

B-3183

M 1. ____ What is this story about?
(early trains and things that happened to them)

F 2. ____ What did the trains look like?
(big monsters)

F 3. ____ What kind of trains is this story about?
(stream trains)

F 4. ____ What sometimes happened to the trains?
(they threw off sparks and smoke; they ran off the track; they blew up)

E 5. ____ Would you like to ride in one of the early trains? Why?
(any logical response)

V 6. ____ What is an engine?
(something that makes a car run; a train – the front part)

E 7. ____ How do you think they might power the engines?
(any logical response even if "steam" is not mentioned)

F 8. ____ Why was a great race started?
(to link cities in the east with cities in the west)

E 9. ____ What dangers do you think the work gangs might have in laying the track?
(any logical response)

V 10. ____ What does "blasted" mean?
(to blow up)

Per Cent of Word Recognition ____ ____ WPM)6000

Per Cent of Comprehension ____

The first days of the steam trains were exciting and dangerous. The trains looked like big monsters. They threw off sparks and smoke, ran off the track, and sometimes even blew up. But everyone wanted to ride behind these fast new steam engines. Soon trains linked the big cities in the east. A great race was started to link these cities with the far west. Work gangs from the west blasted their way east through the mountains as work gangs from the east put down track going west. Each gang wanted to lay the most track. Finally it was finished.

B-5414

BEST COPY AVAILABLE

M 1. ___ What is this story about?
(a ball game)

F 2. ___ Why was the ball park so packed with spectators?
(it was the championship game)

F 3. ___ What was the score and who was winning?
(ten to nine in favor of the Jets)

E 4. ___ Who probably won the game? Why?
(any logical response; the Jets — they were ahead)

V 5. ___ What does "jeered" mean?
(to make fun of)

E 6. ___ What position do you think Dale Johnson played?
(any logical response)

F 7. ___ What happened to the ball Dale hit to left field?
(the left fielder caught it)

F 8. ___ How many more innings were left to play?
(none; it was the last inning)

E 9. ___ Why do you think the crowd went wild?
(any logical response)

V 10. ___ What are "spectators"?
(people who watch a ball game; they sit in the stands)

Per Cent of Word Recognition ____ $\overline{)6000}$ WPM

Per Cent of Comprehension ____

The tiny Little League ball park was packed with excited and tense spectators. The Tigers and Jets were playing for the league championship and the score was 10-9 in favor of the Jets. It was the last half of the last inning. The Tigers were up for their final bat. Dale Johnson, the strongest hitter on the team, was up first. The Jets jeered as he swung at a fast ball and missed. The second pitch was right over the plate. Dale swung...CRACK...the ball sailed out into left field directly into the left fielder's glove. The crowd went wild.

B-5895

BEST COPY AVAILABLE

M 1. ____ What is this story about?
(planes and their progress through the years)

F 2. ____ What did planes look like long ago?
(they had two pairs of wings; some had three pairs)

F 3. ____ What kind of engines do most airplanes have today?
(jet engines)

F 4. ____ How were the early planes pulled through the air?
(by propeller engines)

E 5. ____ Would you like to ride in one of the early planes? Why?
(any logical response)

V 6. ____ What is a "fuselage"?
(the body of an airplane)

E 7. ____ Do you think the planes of today are safer than early planes? Why?
(any logical response)

F 8. ____ What is the first thing you will probably notice about an airplane?
(the wings that stick out from the body of the plane)

E 9. ____ What might be the advantage of a jet engine over a propeller engine?
(any logical response)

V 10. ____ What does "biplane" mean?
(a plane with two pairs of wings)

Per Cent of Word Recognition ____ ____ WPM
)6000

Per Cent of Comprehension ____

Most airplanes are driven through the air by a jet engine that pushes the plane. Older planes were pulled through the air by the use of propellers. The first thing you will probably notice about an airplane is the wings that stick out on either side of its long narrow body or fuselage. Most of the airplanes built today are monoplanes with one wing. Airplanes with two wings are called biplanes but are not now used. Years ago, even triplanes with three pairs of wings were built. We can now see how much has been done over the past years.

BEST COPY AVAILABLE

M 1. ____ What is the story about?
(a fieldtrip to the museum; a telephone exhibit)

V 2. ____ What is an exhibit?
(a display of objects; any answer showing an understanding of the word)

F 3. ____ Which exhibit was the most interesting?
(telephone)

F 4. ____ What material was used to make the early phones?
(wood)

F 5. ____ What did you have to do to make a phone call with early phones?
(call the operator)

E 6. ____ Why do you think our phones are better than the early phones?
(can dial a call; any logical response showing understanding)

F 7. ____ What do some of the phones of the future have that ours now do not?
(television)

V 8. ____ What is a transistor?
(small electronic device; any answer that shows understanding)

E 9. ____ Why do you think seeing the person you are talking to on television might be a good idea?
(any logical response)

E 10. ____ What do you think would be the advantage of having a phone in a car?
(any logical response)

Per Cent of Word Recognition _____ _____ WPM / 6000

Per Cent of Comprehension _____

On our fieldtrip we visited the museum. While we were there we saw many different exhibits about science and the world around us. The telephone exhibit was the most interesting. There were telephones from the early days made of wood. You had to call the operator to make a call. There were also phones of the future. Some had televisions so that you could see the person you were talking to. They also had phones for your car that worked with a tiny transistor. There were movies that showed us how the telephone works for us in our everyday lives.

APPENDIX C

BASIC READING INVENTORY, FORM C

BEST COPY AVAILABLE

BASIC READING INVENTORY

(Form C: Field Research Edition)

Jerry L. Johns

Northern Illinois University

Child's Name_____ Sex M F Date of Testing_____

Date of Birth_____ Grade_____ Teacher_____

Address_____ Examiner_____

SUMMARY OF PERFORMANCE

Level of Selection	Word Recognition In Isolation (Untimed)		Word Recognition In Context		Comprehension Level	
	Number Correct	Level	Per Cent Correct	Level	Per Cent Correct	Level
PP (C-C)	____	_____				
P (C)	____	_____				
1 (C 1417)	____	_____	____	_____	____	_____
2 (C 8224)	____	_____	____	_____	____	_____
3 (C 3183)	____	_____	____	_____	____	_____
4 (C 5414)	____	_____	____	_____	____	_____
5 (C 5895)	____	_____	____	_____	____	_____
6 (C 6687)	____	_____	____	_____	____	_____
7 (C 7371)	____	_____	____	_____	____	_____
8 (C 1883)	____	_____	____	_____	____	_____

Independent Level _____

Instructional Level _____

Frustration Level _____

General Observations

BEST COPY AVAILABLE

List CC	Flash	Untimed	List C	Flash	Untimed
1. to			1. father		
2. little			2. bike		
3. in			3. house		
4. me			4. now		
5. ran			5. pet		
6. are			6. saw		
7. can			7. some		
8. funny			8. too		
9. help			9. word		
10. this			10. him		
11. work			11. car		
12. down			12. around		
13. stop			13. one		
14. want			14. man		
15. said			15. thank		
16. big			16. of		
17. green			17. goat		
18. who			18. know		
19. did			19. should		
20. no			20. book		
Number Correct			Number Correct		

BEST COPY AVAILABLE

List C 1417	Flash	Untimed	List C 8224	Flash	Untimed
1. coat			1. star		
2. had			2. meet		
3. sing			3. gray		
4. brown			4. winter		
5. it's			5. blew		
6. baby			6. through		
7. her			7. splash		
8. picture			8. silver		
9. ready			9. joke		
10. thing			10. such		
11. friend			11. wave		
12. bee			12. chase		
13. truck			13. shirt		
14. or			14. ten		
15. street			15. parade		
16. way			16. wag		
17. made			17. track		
18. does			18. done		
19. fight			19. real		
20. morning			20. feed		
Number Correct			Number Correct		

BEST COPY AVAILABLE

List C 3183	Flash	Untimed	List C 5414	Flash	Untimed
1. drew			1. boss		
2. jungle			2. friendship		
3. mamma			3. legend		
4. fault			4. sleeve		
5. pump			5. plod		
6. customer			6. cot		
7. beach			7. author		
8. history			8. factory		
9. net			9. starve		
10. surround			10. moccasin		
11. pilot			11. scar		
12. buckskin			12. choice		
13. rule			13. unexpected		
14. gaze			14. hunger		
15. yesterday			15. opposite		
16. valley			16. distant		
17. spent			17. wooden		
18. tight			18. tend		
19. shot			19. receive		
20. chuckle			20. gym		
Number Correct			Number Correct		

BEST COPY AVAILABLE

List C 5895	Flash	Untimed	List C 6687	Flash	Untimed
1. wept			1. assemble		
2. determination			2. plume		
3. kit			3. riot		
4. severe			4. inquire		
5. husky			5. blister		
6. public			6. python		
7. bleed			7. mammoth		
8. soothing			8. headlong		
9. employ			9. civilization		
10. constitution			10. turf		
11. graduate			11. shrunk		
12. mask			12. location		
13. towel			13. contribute		
14. sullen			14. sprint		
15. rib			15. technician		
16. flank			16. definite		
17. nightmare			17. overlook		
18. petal			18. dwelt		
19. celebration			19. gallery		
20. astound			20. fanatical		
Number Correct			Number Correct		

BEST COPY AVAILABLE

List C 7371	Flash	Untimed	List C 1883	Flash	Untimed
1. armament			1. charitable		
2. trudge			2. imploringly		
3. attain			3. optimism		
4. subside			4. rebuke		
5. pulp			5. rudimentary		
6. furtive			6. residue		
7. rehearse			7. chronological		
8. exploit			8. intermittent		
9. diverge			9. absolute		
10. cremation			10. congested		
11. fickle			11. dishonorable		
12. vetoed			12. asphalt		
13. potential			13. specialist		
14. confidential			14. remote		
15. institution			15. ardent		
16. fundamental			16. obsolete		
17. theoretical			17. phantom		
18. mystic			18. martial		
19. rogue			19. precipitation		
20. barometer			20. hearsay		
Number Correct			Number Correct		

C 1417

BEST COPY AVAILABLE

M 1. _____ What is this story about?
(feeding the hungry birds)

F 2. _____ Who are the two children in the story?
(Jim and Janet)

F 3. _____ What did the children see in the snow?
(birds)

F 4. _____ What did the birds want?
(food)

F 5. _____ What were the words used to tell about the birds after they had eaten?
(fat and happy)

V 6. _____ What does it mean to be happy?
(feel good, be glad)

E 7. _____ How do you think the children felt about the hungry birds? Why?
(any logical response)

E 8. _____ Why do you think the children went to their Mother for help?
(any logical response)

V 9. _____ What is a "home"?
(house where a family lives)

E 10. _____ How do you think the birds felt toward Janet and Jim?
(any logical response)

Per Cent of Word Recognition _____ _____ WPM / 6000

Per Cent of Comprehension _____

"See the birds," said Jim. "They are looking in the snow. They want food."

"The snow is deep," said Janet. "They can not find food."

Jim said, "Let's help them."

"Yes," said Janet. "We can get bread for them."

Jim and Janet ran home. They asked Mother for bread. Mother gave bread to them. Then, they ran to find the birds.

"There are the birds," siad Janet. "Give them the bread."

Jim put the bread on the snow.

Janet said, "Look at the birds! They are eating the bread."

"They are happy now," said Jim. "They are fat and happy."

BEST COPY AVAILABLE

C 8224

M 1. _____What is this story about?
(about Jim and the zoo)

F 2. _____What does Jim do?
(takes care of all kinds of animals at the zoo)

F 3. _____Where do the animals come from?
(all over the world)

V 4. _____What is a "zoo"?
(a place where wild animals are kept)

F 5. _____What did Jim feed the seal and lion?
(fish to the seal and meat to the lion)

V 6. _____What is "raw" meat?
(meat that is not cooked)

E 7. _____Why do you think different animals eat different kinds of food?
(any logical response)

E 8. _____Why do you think Jim cleans the cages every day?
(any logical response)

F 9. _____What does Jim do when the people go home?
(locks the gates and goes home)

E 10. _____Why do you think we have zoos?
(any logical response)

Per Cent of Word Recognition _____ $\frac{\text{WPM}}{)6000}$

Per Cent of Comprehension _____

Jim works at the zoo. He takes care of all kinds of animals. The animals are brought to the zoo from all over the world. Jim gives hay to the elephant. He feeds raw meat to the lion and fresh fish to the seal. He knows just what to give every animal. Each day Jim washes the cages in the zoo. When an animal gets sick, Jim takes it to the zoo doctor. He will make him well. Jim keeps the zoo keys. When the people go home, Jim locks the gates to the zoo. Now he can go home.

BEST COPY AVAILABLE

C 3183

M 1. _____ What is the story about?
(Sue and her parents buying a poodle)

F 2. _____ Where did Sue and her parents go?
(to the pet shop)

F 3. _____ What did Sue and her parents see?
(fish, turtles, canaries, cats, and dogs [any 2])

F 4. _____ What did the poodle do when Sue petted it?
(it sat up and begged)

V 5. _____ What does "bouncing" mean?
(to spring back; to go up and down)

E 6. _____ Why do you think Sue wanted a dog?
(any logical response)

V 7. _____ What does it mean to say "the puppy acted very lively"?
(jumping around, barking)

E 8. _____ Why do you think Sue and her parents bought the poodle?
(any logical response)

F 9. _____ What did the poodle look like?
(small, furry, black)

E 10. _____ Do you think a poodle would be fun to play with? Why?
(any logical response)

Per Cent of Word Recognition _____ $\frac{\text{_____ WPM}}{)6000}$

Per Cent of Comprehension _____

Sue really wanted a dog. One day she went with her parents to the pet shop. They looked at the fish, turtles, canaries, cats, and, of course, dogs. Sue and her parents both saw one puppy that acted very lively. It looked like a small bouncing black ball of fur. The puppy was a fluffy black poodle. It jumped about in its cage. When Sue petted the puppy it sat up and begged. Sue, her mom, and dad laughed because the poodle looked so cute. They decided to buy the poodle. After all, who could resist such a smart dog?

BEST COPY AVAILABLE

C 5414

M 1. _____ What is the story about?
(a forest fire)

F 2. _____ What colors described the burning trees?
(yellow, orange, red [any 2])

F 3. _____ Why had the trees died?
(it had been a dry summer)

E 4. _____ What animals might be trying to escape the fire?
(any logical response)

V 5. _____ What does "descended" mean?
(come down upon)

F 6. _____ What was heard in the woods before the fire began?
(thunder)

E 7. _____ What caused the spark that started the fire?
(lightning)

F 8. _____ Why was it difficult for the animals to breathe?
(the smoke filled the air)

V 9. _____ What is "foliage"?
(leaves, moss, plants of the forest)

E 10. _____ How do you think the animals warned each other?
(any logical response)

Per Cent of Word Recognition _____ $\frac{\text{WPM}}{)6000}$

Per Cent of Comprehension _____

The summer had been a dry one, unusual for this state. Trees and foliage of the forest crackled and died. One day it began to rain. A storm descended upon the forest. Thunder and lightning were heard and seen in the woods. Suddenly a spark touched the dry leaves and the fire began. The animals warned each other as they hurried to escape the flames. As the fire came closer, trees fell to the ground. Their branches were yellow, orange, red. The smoke was so thick the animals could hardly breathe. Many could not escape the anger of the flames.

BEST COPY AVAILABLE

C 5895

M 1. _____ What does this story describe?
(the work the settlers did to build a house)

F 2. _____ What jobs did the men do?
(cut the trees and built the frame of the cabin)

V 3. _____ What does "quantities" mean?
(amounts)

E 4. _____ Which job would you pick? Why?
(any logical response)

F 5. _____ What was the women's work?
(to feed the men)

F 6. _____ Where did the women place the food?
(on tables outside)

V 7. _____ What does "tedious" mean?
(long and tiring)

F 8. _____ Why did the settlers have to build their own houses?
(there were no special people to do it)

E 9. _____ What do you think was the hardest job?
(any logical response)

E 10. _____ Why do you think the people helped each other?
(any logical response)

When the first settlers came to America, there were no special men to build houses, so they did the work themselves. All the people in the area would come and help. Some men would fell the trees and some would take this wood and start forming the frame of the house. The work was tedious and long and gave the men enormous appetites. Feeding them was the women's work. They brought large quantities of food and set it outside on long wooden tables. The children helped by carting bits of wood or helping the women. Soon the work was done.

Per Cent of Word Recognition _____ $\frac{\text{WPM}}{)6000}$

Per Cent of Comprehension _____

BEST COPY AVAILABLE

C 6687

M 1. _____ What is this paragraph about?
(sunflower)

F 2. _____ How did the sunflower get its name?
(turning its head to face the sun)

F 3. _____ How tall is the sunflower?
(three to fifteen feet)

E 4. _____ Name some qualities you think make the sunflower a strong plant?
(any logical response)

V 5. _____ What is a "legend"?
(story told about something for many years)

F 6. _____ What other flower is similar to the sunflower?
(daisy)

E 7. _____ Would some sunflowers be taller than you are? Why?
(any logical response)

V 8. _____ What does "unique patterns" mean?
(different arrangements)

E 9. _____ What could you use sunflowers for?
(any logical response)

F 10. _____ What color is the inner circle of the sunflower?
(brown)

Per Cent of Word Recognition _____ $\frac{\text{WPM}}{)6000}$

Per Cent of Comprehension _____

One of the most amazing flowers found in the Midwest is the sunflower. Legend states that the flower got its name from its strange habit of turning its head in order to face the sun all day. It is a very strong plant. It ranges in height from three to fifteen feet. The head of the sunflower is like that of the daisy. Both have an outer circle of wide yellow petals and an inner circle of small brown flowers. Seeds later form from these small flowers. They produce some of the most unique patterns found in the plant world.

BEST COPY AVAILABLE

C 7371

M 1. _____ What is the main idea of this paragraph?
(Indians worshipped power in things of nature)

E 2. _____ Why do you think the Indians worshipped things of nature?
(any logical response)

V 3. _____ What is meant by "festival"?
(time of celebration)

F 4. _____ What is the "Great Spirit"?
(the name the Indians gave to the power they worshipped)

F 5. _____ How did the Indians decorate themselves for the festivals?
(painted their faces and bodies, wore their best clothes)

F 6. _____ Who led the Indians in their celebrations?
(the medicine man)

E 7. _____ Why do you think the medicine man would lead them in celebration?
(any logical response)

V 8. _____ What is meant by "council fire"?
(gathering of Indian braves for some purpose)

F 9. _____ What did the Indians do at their festivals?
(dancing and feasting)

E 10. _____ At what times of the year do you think the Indians would celebrate? Why?
(any logical response)

Per Cent of Word Recognition _____ $\frac{\text{WPM}}{)6000}$

Per Cent of Comprehension _____

Indians worshipped power in things of nature such as the stars, moon and the sun. At certain times during the year they would hold festivals in honor of this power that they named the Great Spirit. On those occasions they would have ceremonies of dancing and feasting. The braves would paint their bodies and faces and wear their best clothes. A medicine man would lead them in the celebration which continued for many days and nights. While gathered about the council fire, the braves would pray that the Great Spirit would reveal his wish for them by sending some sign.

BEST COPY AVAILABLE

C 1883

M 1. _____ What is this selection about?
(man's interdependence with his environment)

F 2. _____ What can modern man use to change his environment?
(science and technology)

F 3. _____ What does man use the fiber of the cotton plant for?
(to make his shirts)

V 4. _____ What does "synthetic" mean?
(man-made, made from several things put together)

E 5. _____ What are some of the ways man's thinking has changed the environment?
(any logical response)

V 6. _____ What does "interdependent" mean?
(to depend on something or someone)

E 7. _____ What are some of the ways in which men are interdependent?
(any logical response)

F 8. _____ What are synthetic fibers made from?
(matter found in the environment)

F 9. _____ What are some of the things in the environment which man uses?
(hides of animals, wood from trees, etc.)

E 10. _____ Has man's life changed because of technology? Why?
(any logical response)

Per Cent of Word Recognition _____ $\frac{\text{WPM}}{)6000}$

Per Cent of Comprehension _____

Besides using plants and animals for food, man uses the hides of animals for shoes, the wood from trees to build houses, the fiber from the cotton plant to make his shirts, the wool from sheep to make his suits and coats. Even the synthetic fibers that man uses are made from matter found in the environment.

Man is interdependent with his environment, but that is not the whole story. Modern man can do much more; he uses science and technology to change his environment. Because of his brain man can investigate his environment, and he can sometimes change it.

APPENDIX D

AIDS FOR ANALYZING TEST RESULTS

SUMMARY OF ORAL READING AND COMPREHENSION PERFORMANCE

Wrong Beginnings	Wrong Middles	Wrong Ends
Omissions	Insertions	Substitutions
Wrong Several Parts	Hesitations/Repetitions	Miscellaneous

Main Idea (M)	Factual (F)	Vocabulary (V)	Experience Evaluation (E)
PP _____	PP _____	PP _____	PP _____
P _____	P _____	P _____	P _____
1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____
7 _____	7 _____	7 _____	7 _____
8 _____	8 _____	8 _____	8 _____

APPENDIX E

STRATEGIES FOR COMMON READING MISCUES

STRATEGIES FOR ORAL READING BEHAVIOR

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A Note of Acknowledgment

Recent psycholinguistic literature has influenced many of the strategies contained in the following pages. Especially helpful was the manual for the *Reading Miscue Inventory* written by Yetta M. Goodman and Carolyn L. Burke. A volume by Frank J. Guszak entitled *Diagnostic Reading Instruction in the Elementary School* also stimulated some of the strategies. Finally, my son Jeff clearly taught me that the strategies were useful and worth sharing with teachers.

SITUATION 1

The student repeats words, phrases, or sentences.

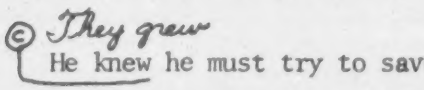
COMMENT AND STRATEGIES

Such repetitions may help the student to get meaning. The teacher must decide whether the student is anticipating a "hard" word, making a legitimate effort to have the reading make sense, or merely repeating from habit. Consider the following:

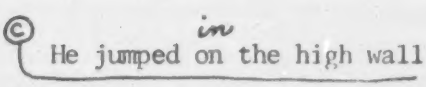
1. If the student's repetitions are frequent it is possible that the reading materials are too difficult. If this is the case, provide the student with reading materials at his instructional level.

2. Repetitions which are "stalls" may provide additional time to unlock an unknown word. This may be a normal part of the reading process. Excessive use of the "stall" technique, however, may indicate that the reading material is too difficult and/or more effective reading strategies are needed. It may also indicate a need to teach how the flow of language can be used to anticipate words.

3. Praise students when they repeat a word, phrase, or sentence to preserve ongoing meaning. Tell students that such behavior is fully acceptable when the reading doesn't make sense. Provide examples similar to the following that students can discuss and evaluate.



he loved so much.



4. If repetitions are merely a habit, it may be helpful to have the child record his reading on a tape recorder and then discuss it with the teacher. The student should note that the majority of the repetitions are a habit which do not generally result in an effective reading strategy.

SITUATION 2

The student waits to be told unknown words; he does not attempt them on his own.

COMMENT AND STRATEGIES

Wait ten or fifteen seconds and see if this will suggest to the student that you expect him to attempt the word. If a favorable response is not obtained, try these strategies:

1. Have him continue reading to see if subsequent textual information will help him with the unknown word.

2. Ask the student to go back a line and see if the preceding sentence and the words around the "unknown" word suggest the word. If the student does not suggest a word, ask him to reread the sentence until he makes a good guess.

3. Ask the student to reread the sentence and try to include a word that makes sense.

4. Ask the student to reread the sentence and try to guess a word that begins with the initial sound of the "unknown" word and makes sense.

5. Provide oral examples where the student uses the information provided to anticipate the missing word.

   I would like to play _____.

   It's time to go _____.

   I found a _____ in the lawn.

6. Use easy cloze exercises where the student is asked to place in a word that makes sense. Discuss various choices offered by the students. Gradually include some graphic information about the exact word the author used.

SITUATION 3

The student produces a non-word instead of real word or omits unknown words.

COMMENT AND STRATEGIES

The student must be helped to realize that reading is a meaningful process and words he says should make sense. In short, his reading should sound like oral language.

1. Ask the student what his non-word means. It is possible that he has the meaning but has mispronounced the word.

2. Provide oral and written examples where the student attempts to predict the appropriate word.

   I will mail the _____.

   The horse jumped over the _____ wire fence.

3. Provide examples that contain a non-word and ask the student to tell what the non-word could mean.

   He drank a glass of fax.

4. If the student omits an unknown word, ask him questions like:

   Does that sound like language to you?
   What word do you think could go in this spot?
   Why do you think so?
   What word do you know that begins like _____ that would make sense?
   If the student is unable to produce a word with the same beginning sound, ask him to try a word that he thinks would make sense.
   The goal should be to have the reader aim at producing a word or non-word rather than omitting the word. Remember that there are times when a word can be omitted without a loss in meaning.

SITUATION 4

The student who is reading substitutes words that make sense.

COMMENT AND STRATEGIES

The most important strategy must be enacted by the teacher: remain silent. Try to keep other students from breaking the thought line. You might tell students that readers will sometimes substitute words that make sense. Only those substitutions which do not make sense or alter the meaning need to be corrected. To help students decide on substitutions which do or do not make sense, try the following strategies:

1. Provide sentences that contain a substituted word written above the text. Have students discuss whether or not the substituted word makes sense.

   they
   They went to the zoo because there were many things to see.

2. Provide exercises that contain substitutions two different readers made in the same sentence. Discuss which substitution appears to be closer to author's intended meaning.

   the
   Billy decided to ride along a little road.

   walk
   Billy decided to ride along a little road.

NOTE: Similar strategies may also be used with omissions. For example:

He knew that there were (so) many things to see. He remembered how bare and black it (had) looked.

He gave the boy twenty (five) cents.

SITUATION 5

The student substitutes words which do not make sense and/or distort the meaning.

COMMENT AND STRATEGIES

Remind the student that reading is a meaning-getting process (Did that sound right to you?). The student must be taught to use semantic (contextual) clues. Try the following strategies:

1. Remind the student to think while he reads so that he will stop and reread the material if it is not making sense. This student may be viewing reading as a "word calling" process. You may need to develop a concept of reading which involves meaning as the crucial element.

2. Give the student oral exercises where he crosses out words which do not make sense in the context of the sentences or the story. Do similar written exercises. For example:

   The postman delivered the groceries.

   He set his calendar so he would wake up at seven o'clock.

   Bill went to the store to buy some candy for her sister.

3. Give the student oral and written exercises containing closure tasks in which the student anticipates omitted words which make sense. Use the cloze procedure as a teaching technique. Develop the notion that language dictates that only certain types of words can be placed after certain language structures.

   After playing, the children...

   I will see you after _____.

   He was reading a _____.

"I lost my money," _____ Bill.

The _____ climbed the tree.

4. Use small group activities where certain key words in a story are covered. Elicit responses from the group and have students evaluate the responses. The ultimate criterion is: "Does the word you suggest make sense in the phrase (sentence, paragraph)? Demonstrate how the flow of the story helps the reader to predict certain words.

5. Keep track of substitutions to see if certain words are habitually associated with other words. Write selections where the grammatical structures make it highly unlikely for the habitual associations to occur.

   was and saw

   Once upon a time there was a girl named Jane. Her hair was long and brown. Jane liked to wear ribbons in her hair. One day while she was walking downtown she saw some ribbons in a store window. She saw blue, yellow, and pink ribbons. The blue ribbon was the prettiest, so she bought it.

   in and on

   Jim liked to collect insects. He kept the spiders in a jar on top of his dresser. One Friday, his mother invited some friends to come over for coffee. They were talking in the kitchen. Jim took his jar of spiders into the kitchen and set it on the table. When one lady reached for a cup on the table, she bumped the jar. It landed on the floor. What do you think happened next?

   when and then

   Jim and his mother had some errands to do. His mother said, "I will get my coat; then I will be ready to go. When you find your jacket, come out to the car. First, we will go to the supermarket; then we can go to the pet shop to find out when the puppy will be ready to come home. When we bring the puppy home you will get the basket out of the closet. Then the puppy will have a nice place to sleep."

NOTE: Similar strategies may also be used with omissions that distort the meaning.

SITUATION 6

The student habitually tries to sound out words when confronted with an "unknown" word in a natural reading situation.

COMMENT AND STRATEGIES

Some students may have been taught that the appropriate strategy is to sound out words when they are unknown. Other students may not have been taught any other strategies which can be applied in such a situation. In either case, teachers must help the student to use his knowledge of language (syntax) and teach the value of context (semantic) cues. The following strategies represent a meager but appropriate beginning:

1. Show the student that he can often correctly predict a word in oral language before he hears it. Help him use this same knowledge in his reading. For example:

   He gave the kitten some _____.

   Put a stamp on the _____.

   Five pennies make a _____.

2. Provide examples where two readers have come across the same unknown word. Discuss the responses of the two readers in an attempt to decide which reader has been most effective and reasons for his effectiveness.

   Text: The car went down the old street.
   Reader 1: The car went down the old road.
   Reader 2: The car went down the old stream.

3. Provide words that the student is probably able to pronounce but which are not familiar in meaning. Then provide a sentence which builds meaning for the word. For example:

   kingcups — He picked some kingcups for his mother because she liked flowers.

   kipper — The kipper is not usually caught by fishermen.

   The teacher might then provide words in the student's meaning vocabulary that he is unable to pronounce. Such words can then be placed in a context which builds meaning for the word. Through such exercises the student should realize that he can get meaning without always sounding out words.

SITUATION 7

The student ignores punctuation, adds punctuation, or uses inappropriate intonation.

COMMENT AND STRATEGIES

1. The student should be shown examples where punctuation is ignored or substituted. In some cases meaning may not be disturbed; in other cases a change in meaning may be involved. Discuss whether or not the reader should have paid attention to the punctuation. The following examples may be useful:

He woke up (and) got ready for school.

Billy looked ahead (and) saw smoke coming out of a pile of dry brush.

Even as Billy looked the flames burst out.

But Blaze scrambled up the bank, and Billy held on somehow, his arms around the pony's neck.

Down Blaze went to his knees, (and) Billy slipped out of the saddle.

2. Read plays and write experience stories. Help the student see the role of punctuation.

3. Teach the basic marks of punctuation.

4. Record and discuss reading that is tape recorded.

APPENDIX F

READABILITY RATINGS FOR THE GRADED PARAGRAPHS

READABILITY RATINGS OF THE GRADED PARAGRAPHS IN THE BASIC READING INVENTORY

Form of Basic Reading Inventory	Readability Formula	Graded Paragraphs									
		PP	P	1	2	3	4	5	6	7	8
A	Fry	PP	P	1	2	3	4	5	6	-	-
	Spache	-	-	1.6	2.7	3.6	-	-	-	-	-
	Dale-Chall	-	-	-	-	-	7-8	4	5-6	-	-
B	Fry	PP	P	1	2	3	4	5	6	-	-
	Spache	-	-	1.8	2.5	3.4	-	-	-	-	-
	Dale-Chall	-	-	-	-	-	5-6	5-6	5-6	-	-
C	Fry	-	-	1	2	3	4	5	6	7	8
	Spache	-	-	1.6	2.4	3.5	-	-	-	-	-
	Dale-Chall	-	-	-	-	-	4	5-6	5-6	5-6	7-8

APPENDIX G

SOURCES FOR FURTHER LEARNING

FOR FURTHER LEARNING

Find Out More About Reading Inventories

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